

Trimester		Unit Title	Recommended Instructional Days
3		Solutions	30 Days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.3.10; RL.3.6; RL.3.2; RL.3.4 Grade 3 ELA NJSL	<i>Progress Indicator:</i> RI.3.10; RI.3.7; RI.3.8; RI.3.1		
Foundational Skills Strand:	Writing Strand:	Essential Question/s: <ul style="list-style-type: none"> ● How does the world challenge us? ● What is poetry? ● How can nature change people’s lives? ● How do we analyze text features? ● How do we correct or confirm predictions? ● How do changes on Earth affect the environment? ● How do we analyze text structure? ● How do we synthesize information? ● What are some ways to prepare for an emergency? ● How do we monitor comprehension? ● How should people respond during a disaster? ● How do we analyze point of view? ● How do we make connections? ● What can nature teach us about ourselves? ● How can we infer the theme? ● How can we evaluate details? 	
<i>Progress Indicator:</i> RF.3.3; RF.3.3.d	<i>Progress Indicator:</i> W.3.2; W.3.10; W.3.4; W.3.1; W.3.2; W.3.3; W.3.5; W.3.6; W.3.7; W.3.8		
Speaking and Listening Strand:	Language Strand:		
<i>Progress Indicator:</i> SL.3.1.b; SL.3.5	<i>Progress Indicator:</i> L.3.6; L.3.4.d; L.3.2.f; L.3.1.g; L.3.3.a; L.3.4.a; L.3.5.c; L.3.2.e; L.3.1.i; L.3.1.c; L.3.2.b; L.3.1.f; L.3.1.a; L.3.2.c		

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<u>Activity Description:</u>
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<ul style="list-style-type: none"> ● Recognize the importance of self-confidence in handling daily tasks and challenges ● Recognize the skills needed to establish and achieve personal and educational goals ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Develop, implement, and model effective problem-solving and critical thinking skills ● Utilize positive communication and social skills to interact effectively with others 	<p>1. Week 1 - Anchor Text: <i>Deep Down and Other Extreme Places to Live</i></p> <p>Analyze Text Features</p> <ul style="list-style-type: none"> ● Text Features Anchor Chart ● Distance Learning Support - Skill Videos: Analyze Text Features; Correct or Confirm Predictions ● IXL Aligned Lessons <ul style="list-style-type: none"> -Select and use text features 39J -Use academic vocabulary in context VEL ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> - Graphic Sources Page 43 - Generalize: Informational Page 45 <p>2. Week 2 - Anchor Text: <i>Earthquakes, Eruptions, and Other Events that Change the Earth</i></p> <p>Analyze Text Structure</p> <ul style="list-style-type: none"> ● Informational Text Anchor Chart ● Distance Learning Support - Skill Videos: Analyze Text Structure; Synthesize Information ● IXL Aligned Lessons <ul style="list-style-type: none"> - Compare and Contrast informational texts UNG - Match causes with effects 76M - Determine the meaning of domain specific words with pictures 8FA ● Literacy Stations - Table of Contents - Read for Meaning <ul style="list-style-type: none"> -Compare and Contrast Page 37, 39, 66 -Draw Conclusions Page 40, 41 -Cause and Effect Page 47, 49

3. Week 3 - Anchor Text: *A Safety Plan: In Case of Emergency*

Analyze Text Structure

- Procedural Text Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Text Structure; Monitor Comprehension
- IXL Aligned Lessons
 - Identify text structure UYA
 - Match problems with their solutions T8Y
 - Determine the order of events in informational texts ZXC
 - Identify time order words XRD
- Literacy Stations - Table of Contents - Read for Meaning
 - Generalize: Informational Page 45
 - Sequence Page 36
 - Compare and Contrast Page 37, 39, 66
 - Cause and Effect Page 47, 49
 - Description Page 55, 79
 - Take Notes Page 77

4. Week 4 - Anchor Text: *Nora's Ark*

Analyze Point of View

- Historical Fiction Anchor Chart
- Distance Learning Support - Skill Videos: Analyze Point of View; Make Connections
- IXL Aligned Lessons
 - Read historical fiction FGC
 - Distinguish characters point of view N7R
- Literacy Stations - Table of Contents - Read for Meaning
 - Characters, Setting, Plot Page 42
 - Personal Narrative Page 73
 - Character, Setting, Theme Page 34, 35
 - News Article Page 65
 - Friendly Letter Page 60

5. Week 5 - Anchor Text: from *Aesop's Fox*

Infer Theme

- Fable Anchor Chart
- Distance Learning Support - Skill Videos: Infer Theme; Evaluate Details
- IXL Aligned Lessons
 - Determine the themes of myths, fables, and folktales 6PW
 - Compare and Contrast characters TGV
- Literacy Stations - Table of Contents - Let's Write
 - Plot and Theme Page 50
 - Fable Page 53
 - Fairy Tale Page 58

Interdisciplinary Connections:

Social Studies

- 6.1 U.S. History: America in the World
 - B. Geography, People, and the Environment

Science

- Earth's Systems 3-ESS2-1
- Earth's Systems 3-ESS2-2

Week 1 Social Studies/Science

- Student Interactive *Nature Rocks* Pages 430-432
- Cross-Curricular Perspectives - Science
 - TE: T34
 - TE: T36
- Cross-Curricular Perspectives - Social Studies
 - TE: T48

		<ul style="list-style-type: none">● Background Building:<ul style="list-style-type: none">- Discuss the topic of inhospitable or extreme environments- Display a physical map of the world or globe- Point out and discuss geographic features such as climate, <p>Week 2 Social Studies/Science</p> <ul style="list-style-type: none">● Student Interactive <i>When Earth Changes...</i> - Pages 470 - 471● Cross-Curricular Perspectives - Science<ul style="list-style-type: none">- TE: T106● Background Building:<ul style="list-style-type: none">- Discuss prior knowledge of earthquakes, volcanoes & tsunamis- Search videos to build knowledge before reading on earthquakes, volcanoes & tsunamis <p>Week 3 Social Studies/Science</p> <ul style="list-style-type: none">● Student Interactive <i>Emergency</i> - Pages 502 - 503● Cross-Curricular Perspectives - Social Studies<ul style="list-style-type: none">- TE: T169● Background Building:<ul style="list-style-type: none">- Have students use newly acquired vocabulary to share personal experiences about preparing for emergencies. <p>Week 4 Social Studies/Science</p> <ul style="list-style-type: none">● Student Interactive <i>The Dust Bowl</i>- Pages 536 - 537
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		<ul style="list-style-type: none"> ● Cross-Curricular Perspectives - Social Studies <ul style="list-style-type: none"> - TE: T221 - TE: T224 - TE: T229 ● Cross-Curricular Perspectives - Science <ul style="list-style-type: none"> - TE: T236 ● Background Building: <ul style="list-style-type: none"> - Discuss and share videos on the rural New England setting - Research & contrast characteristics of farming areas and cities - View images of both rural & urban areas to discuss characteristics such as population density, use of land, the size of towns/cities, & common structures found in each type of place - Discuss cultural differences such as speech patterns or expressions & levels of familiarity with neighbors. <p>Week 5 Social Studies/Science</p> <ul style="list-style-type: none"> ● Student Interactive <i>Lesson From THE FOREST</i> - Pages 578 - 579 ● Cross-Curricular Perspectives - Science <ul style="list-style-type: none"> - TE: T291 - TE: T293
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Small Group - Verbal Discussions ● Lesson/Skill Quiz ● Exit Tickets 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● On-going mini assessments based on standards addressed

<ul style="list-style-type: none"> ● Progress Check-Ups ● Cold Reads ● Practice Tests ● Test Banks ● Journal Writing ● Whiteboard/Communicator ● Peer/Self Assessment ● Reading Response Log ● Think/Write-Pair-Share ● Graphic Organizers ● Four Corners Strategy Discussions ● 3-2-1 Strategy 	<ul style="list-style-type: none"> ● District Diagnostic Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● District Assessments ● Standardized Tests ● Published Writing Pieces ● Selection /Unit Tests
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and Print Version of Texts ● Literacy Stations ● Journals ● Leveled Readers ● Reading Anchor Charts/Editable Anchor Charts ● Listening Comprehension Read Aloud 	<ul style="list-style-type: none"> ● Below Level Readers ● Choice Boards ● Differentiated Literacy Stations 	<ul style="list-style-type: none"> ● WIDA Can Do Descriptors ● Online Thesaurus ● Below Level Readers ● Language Awareness Handbook 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Tiered Content/Activities ● Provide a variety of rigorous material

- Read Aloud Trade Books
- Student Interactive
- LMS
- MyView Literacy

Supplemental Resources

Technology:

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard
- Meeting Application (Google Meets; Zoom; etc.)
- Camera & Microphone
- Document Camera
- IXL BBOED
- Interactive Whiteboard
- CommonLit
- ReadWorks
- Better Lesson - Lesson Resources & Plans
- Third Grade Skill Based Resources
- Flipgrid
- Quizizz
- Kahoot

Other:

- Whiteboard
- Chart Paper
- Markers

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed 	<ul style="list-style-type: none"> ● Introduce skills/vocabulary before lesson ● Teacher modeling ● Use of visual & multi-sensory formats ● Pair with higher level students ● Utilize a multi-sensory (VAKT) approach during instruction ● Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Allow students to retake test for additional credit ● Provide additional times and preferential seating as needed 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Vocabulary ● Teacher Modeling ● Pair students with advanced language skills ● Scaffolding ● Choice Boards ● Differentiated Literacy Centers ● Sentence Stems 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction ● Higher-Order Thinking Questions ● Interest Based Content ● Student-Driven Instruction ● Tiered Content/Activities ● Create an enhanced set of introductory activities ● Intensive accelerated instruction ● Real world investigators and problem solvers

	<ul style="list-style-type: none"> ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ol style="list-style-type: none"> 1. Career Awareness & Planning 2. Creativity and Innovation 3. Critical Thinking & Problem-Solving 4. Global & Cultural Awareness 5. Information and Media Literacy 6. Technology Literacy 	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● An individual’s passions, aptitude and skills can affect his/her employment and earning potential. ● Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions ● Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. ● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● Individuals from different cultures may have different points of view and experiences. ● Culture and geography can shape an individual’s experiences and perspectives. ● Specific situations require the use of relevant sources of information. ● Different digital tools have different purposes.

		<ul style="list-style-type: none"> ● Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ● 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements ● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change ● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	

	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>